Enabling Learners

WORKING PLAN #1 1989-1999

A plan to implement *Policy Directions*:

Government response
to the
Sullivan Royal Commission on Education

September 1989

• MINISTRY OF EDUCATION •

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MISSION STATEMENT

The purpose of the British Columbia school system is to enable learners to develop their individual potential and to acquire the knowledge, skills, and attitudes needed to contribute to a healthy society and a prosperous and sustainable economy.

INTRODUCTION

The purpose of this document is to establish a plan to implement government decisions related to the Sullivan Royal Commission. The paper, *Policy Directions*,[1] issued on January 27, 1989, outlines these decisions and has been used as the framework for development of the *Working Plan*. Readers should familiarize themselves with this paper, as well as with the documents *Mandate for the School System*[2] and A *Legacy for Learners*,[3] before examining the plan presented here.

This planning paper consists of two parts. The first part identifies key events that are planned for a series of projects over the next ten years and includes an overview of the provincial committee structure. Part two consists of a more detailed breakdown of each project. Relevant sections of *Policy Directions* have been referenced throughout the paper.

Government has adopted the vast majority of recommendations of the Sullivan Royal Commission on Education, recommendations that reflect the wishes of British Columbians. It is clear that the success of the implementation process will rely heavily on the cooperation and commitment of all those who have a direct interest in the school system: classroom teachers, parents, administrators, school trustees, the local community, district personnel, the major provincial education organizations, and the Ministry.

The implementation process will be improved if a number of other factors are considered. Implementation likely will be more effective, for example, if those responsible for implementing the change are involved in the planning process, clearly understand what is being implemented, believe that the change will be of benefit to students, and understand the specific steps being taken to implement the change. There should be sufficient flexibility in the plan, furthermore, to respond to diversity among teachers, students, parents and communities. In addition, appropriate time and resources should be available at each stage of the implementation process, and the work should progress on a timely and structured basis to achieve full implementation by the target dates. Finally, the change should be monitored to ensure that the implementation remains true to the original objectives and policies, and that it is effective.

This document will be updated periodically as tasks and timelines are further refined. Comments should be directed to the Policy, Planning and Legislative Services Branch of the Ministry of Education.

[1] Province of British Columbia (1989). *Policy Directions*. Victoria, BC: Ministry of Education.
[2] Province of British Columbia (1989). *Mandate for the School System*. Victoria, BC: Ministry of Education.
[3] Sullivan, B.M. (1988). *A Legacy for Learners*. Victoria, BC: Queen's Printer for British Columbia.

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OVERVIEW

Key Events

PROJECT	SPRING 1989	FALL 1989	SPRING 1990
School Act/EAC (p. 18)	*Draft Act and Regulations reviewed by EPAC* *EPAC reviews implementation plan*	EAC formed and operating procedures established New *School Act*	EAC review of implementation and policy directions
Curriculum and Assessment Framework (K-12) (p. 21)	*Work on new curriculum and assessment framework begins* *Draft paper reviewed by EPAC*	Draft paper distributed to field for response EAC review of paper	Policy decisions announced
Start-up Primary (p. 22)	*Steering Committee and Working Group appointed* *Reformatted draft of primary curriculum released* *Information ready for distribution to schools, parents and community groups* *Implementation strategies developed* *Progress report to EPAC*	Reformatted primary curriculum and assessment materials available for optional use in schools Dual entry policy in place (Sept. 1989)	First year primary enrolment (Jan. 1990) most schools
Primary Program Curriculum and Assessment (p.24)	*Working Group appointed* *Work begins on design of revised Primary Program*	Draft report cards available for optional use Draft permanent record cards available Revised program available for response	EAC review of draft Revised primary curriculum and assessment materials available Develop provincial information/ professional preparation program
Intermediate Program Curriculum and Assessment (p. 26)	Steering Committee appointed Working Group appointed	Development work begins	EAC review of draft Draft revised curriculum available for response by field Draft report & permanent record cards
Graduation Program Curriculum and Assessment (p. 28)	Steering Committee appointed Working Group appointed	Development work begins Exam weighting changed to 40% Scholarship exams on fixed scales	EAC review of draft Graduation requirements finalized New program and exam guidelines announced

Key: 1. "Boxed" events represent system-wide impacts.
2. Events represented in italics have been completed.

FALL 1990	1991/92	1992/93	1993/94 to 1999
EAC review of implementation and policy directions →			
New framework used as basis for all new programs →			
First year primary enrolments Sept. and Jan. all schools			
New primary curriculum and assessment materials available for optional use	Required use of new curriculum New report cards in use New permanent record cards in use	Implementation support continues Assessment tools continue to be refined	
Develop provincial information/ professional preparation program Intermediate Program and assessment materials available for field study and pilot orientation use Draft report and permanent record cards available for optional district use	Revised curriculum and assessment materials for Intermediate Program available for optional use in schools	Required use of the first three years of Intermediate Program Optional use of next 4 years of Intermediate Program	Required use of full Intermediate Program New report cards required New permanent record cards required
Implementation of new program and exam guidelines and graduation requirements begins Draft report and permanent record cards available for optional district use	Continued introduction of new programs	Continued introduction of new programs	Full program in place New report cards required New permanent record cards required

Key Events

PROJECT	SPRING 1989	FALL 1989	SPRING 1990
Accountability (p. 30)	B.C. Indicators report/booklet produced *Funding support of data systems* *Progress report to EPAC*	*Demonstration projects for elementary accreditation in place* Plans for development of reporting systems Revised secondary accreditation program in place Technical support for outcome monitoring available to district Basic student data system in place Develop key indicators of student performance	
Teaching Profession (p. 34)	*Guidelines established for loan program, teacher awards, rural teacher education fund, and innovative teacher education programs* *Teacher education funding review*	Establishment of committee to develop criteria for awards EAC reviews status of teaching; long-term plan for inservice education and training	Awards given to outstanding educators
Indian Education (p. 36)	*Curriculum/Assessment coordination begins*	Indian Education Advisory Committee in place at district level; Indian language and culture grants available; special education funding changed Indian education long-term plan developed Ensure ongoing infusion of native history and culture into provincial curriculum	Establish review committee of new Native Studies curriculum
School District Governance (p. 38)	*Develop conflict of interest legislation as part of the new School Act*	Develop policies for implementation training for rural trustees and district staff Finalize district policies for Parent Advisory Committees	
Gender Equity (p. 40)	*Planning begins* Check policies to guide review of learning materials	Prepare information package for districts Work with curriculum committees Review hiring practices Bursary program	Develop guidelines for staffing Distribute bursaries
ESL/Multiculturalism (p. 42)	Seek increased ESL funding from federal government	Work with curriculum committees to ensure multicultural issues are reflected in new curricula	Establish policy Establish Heritage Language projects

Key: 1. "Boxed" events represent system-wide impacts.
2. Events represented in italics have been completed.

FALL 1990	1991	1992 to 1996
Revised elementary accreditation program in place		
District Annual Reports produced		
Key indicators of student performance available		
Policies on Indian language and graduation requirements phased in	Review Master Tuition Agreement	
Develop student level data collection	Accredit Indian language courses	
Culture awareness training for teachers	Native Studies curriculum implemented	
Begin Heritage Language projects	Multicultural topics in common curriculum	
	New multicultural policy	
	Heritage Language program	

Key Events

PROJECT	SPRING 1989	FALL 1989	SPRING 1990
Support Services (p. 44)	Develop protocols with other Ministries	EAC update	Plan to revise Fiscal Framework
Funding and Taxation (p. 46)	*Provincial sharing level announced 1989/90* *Capital funding program announced*	Review of funding and taxation policies EAC reviews proposed changes	
Home Schools (p. 48)	*Develop policy and legislation* Develop data collection procedures; brief field and inform public	New policies and procedures in place	
Independent Schools (p. 50)	*Legislation drafted and policies prepared;* revisions to teacher certification guidelines prepared	New policies and procedures in place Monitoring and evaluation process developed; student records depository established	
Communications (p. 52)		Prepare communication strategy and establish communication processes and activities in consultation with stakeholder groups. The objective will be to build effective communications between stakeholders and with the public at large about the positive things going on in the school system	Develop processes for two-way communication between Ministry and other groups Establish network to share and recognize successes Monitor effectiveness of communication processes and activities at all levels of the system Continue to involve and consult with stakeholders in the adjustment of the communication plan Start planning of 1990-91 activities in cooperation with stakeholders

Key: 1. "Boxed" events represent system-wide impacts.
2. Events represented in italics have been completed.

FALL 1990	1991	1992 to 1999
District/regional inter-Ministry committees established		
Revised taxation and funding system introduced if necessary		
Implementation of 1990-91 communication activities in cooperation with stakeholders		

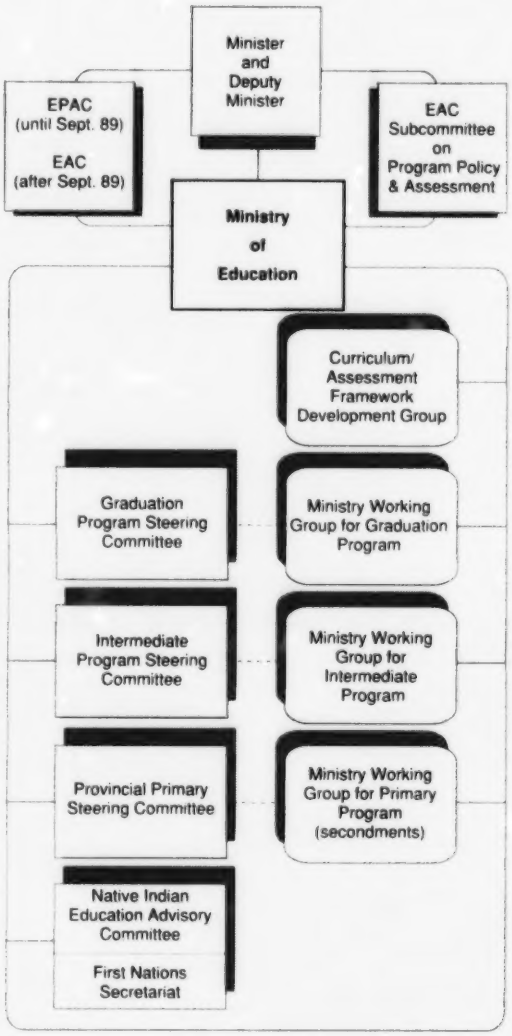
PROPOSED COMMITTEE STRUCTURE

1. **EPAC (until Sept. 1989)/EAC (after Sept. 1989)**
   - provide advice regarding implementation of policy directions
   - ongoing review of implementation
   - review of progress reports from Ministry and members of stakeholder groups

2. **EAC Subcommittee on Program Policy and Assessment**
   - provide advice to EAC and the Ministry on policy and professional matters related to educational programs, assessment and accountability
   - membership made up of a broad spectrum of professionals and representatives of stakeholder associations

3. **Curriculum/Assessment Framework Development Group**
   - meet in April to assist in drafting discussion paper outlining the curriculum/assessment framework for new 13 year program, a program that will be consistent with the new policies and mandate for the school system; proposals reviewed by EAC
   - membership: selected district and school administrators, elementary and secondary teachers, and Ministry team

4. **Provincial Primary Steering Committee and Ministry Working Group**
   - steering committee to provide guidance to the Ministry working group that will:
     - ✓ reformat the existing kindergarten/primary curricula for 1989/90 to reflect the new policies and mandate
     - ✓ identify facilities requirements and outline ways to address administrative concerns
     - ✓ draft a new ungraded primary curriculum for 1990/91
     - ✓ identify appropriate assessment strategies
     - ✓ recommend plans for implementation of program, including role of stakeholder groups
   - Steering committee refers policy issues to EAC through the Ministry
   - Steering committee to share information and make suggestions to stakeholder groups regarding implementation of new initiatives
   - membership on the steering committee: BCTF Primary PSA (4), ABCSS (2), PVPA (2), BCTA (2) and Secretary-Treasurers (2)
   - working group to consist of a small group of seconded or contracted primary teachers and elementary administrators plus curriculum, assessment, special education, French Immersion, finance and implementation specialists as required


Minister and Deputy Minister
EPAC (until Sept. 89)
EAC (after Sept. 89)
EAC Subcommittee on Program Policy & Assessment
Ministry of Education
Curriculum/ Assessment Framework Development Group
Graduation Program Steering Committee
Ministry Working Group for Graduation Program
Intermediate Program Steering Committee
Ministry Working Group for Intermediate Program
Provincial Primary Steering Committee
Ministry Working Group for Primary Program (secondments)
Native Indian Education Advisory Committee
First Nations Secretariat

5. **Intermediate Program Steering Committee and Working Group**
   - steering committee to provide guidance to the Ministry working group which will:
     - ✓ reformat/revise the grade 4-7 curriculum for 1990/91 to reflect the new policies and mandate
     - ✓ reformat/revise the grade 8-10 curriculum for 1991/92 to reflect the new policies and mandate
     - ✓ identify appropriate assessment strategies
     - ✓ identify facilities requirements and outline ways to address administrative concerns
     - ✓ recommend plans for teacher inservice education and training
     - ✓ supervise the drafting of a new Intermediate Program

- Steering committee refers policy issues to EAC through the Ministry
- Steering committee to provide information to stakeholder groups regarding implementation of new initiatives
- membership on the steering committee: ABCSS, PVPA, BCTF including key subject area PSAs, BCSTA, and Secretary-Treasurers
- working group to consist of a small group of seconded or contracted intermediate and secondary teachers and elementary/ secondary school administrators plus curriculum, assessment, special education, French Immersion, and implementation specialists as required

6. **Graduation Program Steering Committee and Ministry Working Group**
   - committee to provide guidance to the working group which will:
     - ✓ draft new graduation requirements to reflect the mission and goals
     - ✓ plan new Graduation Program structure which reflects the goals of the Mandate Statement
     - ✓ identify appropriate assessment strategies and examination procedures
     - ✓ identify facilities requirements and outline ways to address administrative concerns
     - ✓ recommend plans for teacher inservice education and training
   - Steering committee refers policy issues to EAC through the Ministry
   - Steering committee to provide information to stakeholder groups regarding implementation of new initiatives
   - membership on the steering committee: ABCSS, PVPA, Secretary-Treasurers, BCTF including key subject area PSAs, BCSTA, business and labour representatives, post-secondary representatives
   - working group consists of a small group of seconded or contracted secondary teachers and administrators plus curriculum, assessment, special education, French Immersion, and implementation specialists as required

7. **Native Indian Education Advisory Committee/First Nations Secretariat**
   - Committees to provide advice to the Ministry regarding how the public school system can respond effectively to the learning needs of Native Indian students.

DETAILS OF WORKING PLAN

SCHOOL ACT/EAC (See p. 9 of POLICY DIRECTIONS)

GOAL

Develop provincial legislation that is consistent with the new *Mandate* and *Policy Directions*. Establish provincial consultation process to deal with overall policy.

TIMELINE

Spring 1989

Draft *Act* and Regulations reviewed by EPAC

MAJOR COMPONENTS	MINISTRY TASKS
ORGANIZATIONAL FACTORS • *School Act* • *Independent School Act* • Regulations • Minister's Orders	April • EPAC review of draft *Acts*, Regulations May • EPAC review of draft *Acts*, Regulations • Draft *Acts* to Legislative Committee July • EPAC review of Regulations and Minister's Orders August • *Acts* proclaimed • OIC Regulations, Minister's Orders September • EAC established • Communicate new Acts, Regulations and Minister's Orders to districts and schools

COMPLETED

Fall 1989	Spring 1990	Fall 1990	1991/92	1992/93
EAC formed	EAC review of implementation and policy directions	EAC review of implementation and policy directions	→	
New *School Act* and *Independent School Act* in use along with related Regulations & Minister's Orders				

SCHOOL PERSONNEL	SCHOOL BOARDS/DISTRICT OFFICIALS	PROVINCIAL ORGANIZATIONS
• Become familiar with new legislative directions	• Become familiar with new legislative directions	• Participate in review process
• Orientation strategy	• Share new directions with schools and communities	• Participate in implementation process
• Implement changes	• Coordinate and implement changes	• Late summer—shared review of new legislation—conference
• Information to parents and students	• Review school board policies, practices and contracts	
• Review school policies, practices and contracts		

CURRICULUM/ASSESSMENT FRAMEWORK

(See pp. 9-11 of POLICY DIRECTIONS)

GOAL

Develop a curriculum framework that will focus on the individual learner and will reflect the new mandate statement and policy directions. This blueprint will guide the development of all provincial curriculum and student assessment practices.

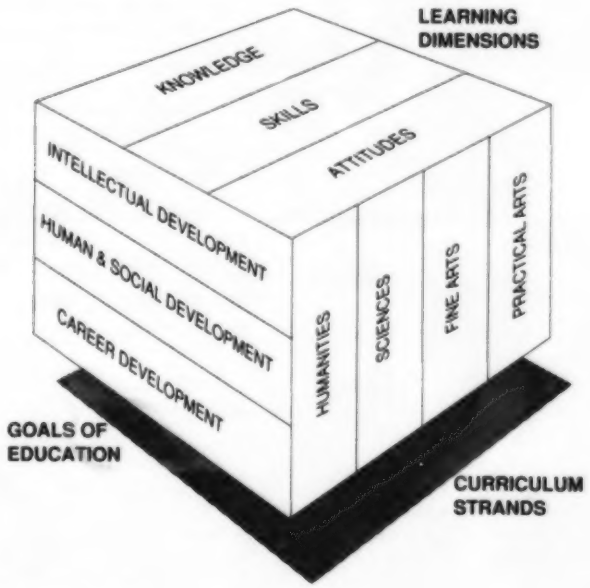
TIMELINE

Spring 1989	Fall 1989	Spring 1990	Fall 1990
• Work on new curriculum and assessment framework begins	• Draft paper distributed to field for response	• Policy decisions announced	• New framework used as basis for all new programs
• Draft paper reviewed by EPAC			

MODEL

Components

- Primary Program
- Intermediate Program
- Graduation Program



TASKS

Working Group:

- establish a working group of personnel from the Educational Programs Department
- include ten representatives from the field (a superintendent, an assistant superintendent (curriculum), a district administrator (Special Education), 2 secondary principals (including one Cadre or Immersion), an elementary principal, and teachers); these representatives will spend one week on intensive planning to develop a framework dealing with the details of the 13 year B.C. program.

Work Plan/Consultations:

- include an analysis of the questions that must be addressed by new framework
- follow-up will involve assigned writers preparing a draft for review by EPAC; framework approved by the Minister; circulation of the proposed framework to the school community of the province and to other interested parties with an invitation for feedback; reworking of the 13 year program plan based on responses; final document reviewed by EAC; and release of the detailed overview of Curriculum Assessment framework by March 1990.

PRIMARY PROGRAM (START-UP)—PROJECT OVERVIEW (See pp. 12-13 of POLICY DIRECTIONS)

GOAL

Provide curricular and administrative guidelines for introduction of dual entry and transition to Primary Program.

TIMELINE Spring 1989

- Steering Committee and Working Group appointed
- Draft foundation document and reformatted primary curriculum released
- Information ready for distribution to schools, parents and community groups
- Implementation strategies developed
- Progress report to EPAC

MAJOR COMPONENTS	MINISTRY TASKS/STEERING COMMITTEES/WORKING GROUPS
ORGANIZATIONAL FACTORS • 4 year structure—policy and implementation • Dual entry • Staffing • Facilities • Budget • Student record system	February, 1989 • Develop detailed circular regarding dual entry into first year (formerly Kindergarten) and include general information including curriculum and assessment timelines, staffing strategies, budget and facilities information; parallel advice for French Immersion and Programme Cadre • Strike steering committee and working group and begin work on foundation document/curriculum. Develop appropriate assessment and evaluation criteria and materials (includes end of primary criteria, report card formats) • Ongoing consultation process with EPAC steering committee, Primary PSA and other stakeholders • Consult with EPAC regarding policy issues • Funding guidelines for full day first year primary (Kindergarten) issued
PROGRAM • Integrated, learner-driven, process-oriented, developmental	March 21, 1989 • Draft outlines of project components April 30, 1989 • Draft foundation document and reformatted curriculum ready for reaction at conference • Updates
ASSESSMENT • Ongoing practices • Signposts and assessment support • Reporting procedures, report cards and permanent record cards	March 21, 1989 • Develop overall assessment policy April 30, 1989 • Primary report cards ready for testing • Permanent record cards ready for reaction • Provide initial materials in support of sound assessment • Report to EPAC
IMPLEMENTATION • Professional preparation for program • Information for community and pupils • Involvement with universities	March 21, 1989 Draft implementation plan (1, 3, 5 year) • Begin to prepare video and parent information package June 15, 1989 • Video and brochure ready • Implementation plan drafted • Report to EPAC

COMPLETED

Fall 1989	Spring 1990	Fall 1990
• Foundation document and reformatted primary curriculum and assessment materials available for optional use in schools • Dual entry policy in place (Sept. 1989)	• New first year primary enrolment (Jan. 1990) in some schools	• New first year primary enrolment in all schools (Sept. 1990)

SCHOOL PERSONNEL	SCHOOL BOARDS/DISTRICT OFFICIALS	PROVINCIAL ORGANIZATIONS
• Determine appropriate program for each child based upon child's needs and capability of school • Determine best use of facilities • Inform parents • Consider range of options regarding program delivery and timetable for adjustments • Participate in inservice • Review new and reformatted curriculum/assessment materials circulated by Ministry • Help organize, deliver and participate in implementation strategies • Implement dual entry Jan. 1, 1990 or, if Board decides this is not possible, Jan. 1, 1991	• Information to parents • Develop policy statements to cover assessment procedures for program placement for all students, including Native Indian, E.S.L., or special needs • Develop guidelines for schools regarding facilities, staffing and budget allocations and program delivery • Include in preliminary 1989-1990 operating budget, for March 15, resources necessary for first year implementation • When details of funds available to districts are known, make budgetary reallocations as required • Decide in which schools, if any, dual entry cannot proceed in Jan. 1990 • Help organize, deliver and participate in implementation strategies	• Plan the organization and delivery of inservice education at local and provincial levels
		• Provincial conference jointly planned—May 25, 26, 27, 1989; UBC

PRIMARY PROGRAM (LONG-TERM) (See pp. 12-13 of POLICY DIRECTIONS)

GOAL	TIMELINE	Spring 1989	Fall 1989
Provide each child with basic literacy and numeracy skills and promote the personal and social growth of all children.		• Working group appointed • Work begins on design of revised Primary Program	• Report and permanent record cards available for optional use • Revised program available for response

MAJOR COMPONENTS	MINISTRY TASKS/STEERING COMMITTEES/WORKING GROUPS (1989-1991)
ORGANIZATIONAL FACTORS • 4 Year structure policy and implementation • Dual entry • Staffing • Facilities • Budget • Student record system	• Draft for EAC review • Set provincial policies with EAC • Provide funding in Fiscal Framework • Provide funding guidelines to districts • General direction for student record system, and funding for computers • Consult with Independent Schools • Set up student record system
PROGRAM • Nature of program resources • Resources	• Prepare integrated, revised primary curriculum • Integrate policy initiatives in Indian education, special education, and multiculturalism • Determine articulation between end of Primary and beginning of Intermediate Program • Policy review on whether or not there will be one mandated report card
ASSESSMENT • Assessment practices on entry • Signposts and assessment support • Report cards and permanent record cards	• Develop overall assessment policy and procedures for program • Establish signposts and appropriate assessment process • Provide materials in support of sound assessment practices • Develop report cards and permanent record cards • Report to EAC
IMPLEMENTATION • Professional preparation for program • Information to community and pupils • Involvement with universities	• Develop a provincial information program, including video, pamphlets, summer institutes, regional meetings for parents, community groups and educators in consultation with stakeholders • Work with universities for training and re-training • Support district professional preparation programs • Consult with Independent Schools • Articulate with universities and College of Teachers regarding certification (ongoing) • Ongoing support for implementation • Report to EAC

Spring 1990	Fall 1990	1991/92	1992/93
• Revised primary curriculum available • Develop provincial information/professional preparation program	• New primary curriculum and assessment materials available for optional use	• Required use of new curriculum • New report and permanent record cards in use	• Implementation support continues • Assessment tools continue to be refined

SCHOOL PERSONNEL	SCHOOL BOARDS/DISTRICT OFFICIALS	PROVINCIAL ORGANIZATIONS
• Determine dual entry needs • Test application software for student records • Determine structure • Determine staffing and facilities needs • Implementation of student record policy • Assess facilities	• State operational policy • Determine staffing budget • Determine space needs • Set district policy regarding student records • Review facilities and revise capital plans	• Collaborate in the planning, organization, and delivery of inservice education at local and provincial levels and development of implementation strategies • Through EAC, review implementation program • Following reviews, EAC to advise on how to publicize successful programs
• Undertake professional readiness for Primary Program • Develop program to address individual needs and learner driven interests • Participate in resources selection • Interpret and apply Primary Program	• Set district policy on Primary Program • Assist schools to incorporate new directions • Develop appeal procedures • Establish procedures to select appropriate resources	
• Review assessment procedures and selected materials • Develop plan of action for all staff re: signposts • Implementation of report cards • Inservice to use assessment strategies • Inservice to use signposts • Follow-up activities on report cards and interpretation to parents • Review report card format to determine any need for local modifications	• Develop assessment policy and procedures • Assist to establish signposts and assessment items for all learning outcomes	
• Participate in wide range of activities to help professionals prepare to implement Primary Program • Assist in dissemination of information to parents and pupils • Help trainees and new teachers understand and use Primary Program • Plan follow-up activities for staff training • Community information sessions and parent information sessions	• Planning and resource allocation for professional preparation at district level • Prepare to allocate specific funds ($10 million 1988-1989) for education and training (system implementation) in support of new initiatives • Assist professionals to attend implementation activities, and by agreement allocate non-instructional days in support of new initiatives • Sponsor local information sessions • Plan and use assessment results and other indicators to review implementation • Provide sponsor teacher support to trainees	

INTERMEDIATE PROGRAM (See p. 13 of POLICY DIRECTIONS)

GOAL	TIMELINE	Spring 1989	Spring 1990
Reinforce and extend student learning acquired in the primary years and emphasize progress across broad goals of education. Prepare each learner for the Graduation Program.		• Steering Committee and Working Group appointed	• Draft revised curriculum available for review by field • Draft report and permanent record cards • EAC review of draft

MAJOR COMPONENTS	MINISTRY TASKS/STEERING COMMITTEES/WORKING GROUPS
ORGANIZATIONAL FACTORS • Intermediate Program policy and implementation • Transition from Primary Program • Staffing • Facilities • Student record system	• Determine provincial policy on Intermediate Program in consultation with EAC • Determine policy/guidelines to facilitate student movement from Primary to Intermediate Program • Review Fiscal Formula with regard to staffing • Funding consistent with policy/guidelines • Fund computer data system
PROGRAM • Nature of program • Resources	• Determine end of Primary and beginning of Intermediate articulation • Stress articulation between curriculum stages • Prepare document on integrated curriculum • Ensure curriculum model consistent with *School Act* • Develop authorized curricula
ASSESSMENT • Entry • Benchmarks and assessment policy • Report cards and permanent record cards	• Develop overall assessment policy for program • Establish benchmarks and appropriate assessment processes • Provide materials and processes in support of sound assessment practices • Develop report cards and permanent record cards
IMPLEMENTATION • Professional preparation for program • Information to parents and pupils • Involvement with universities	• Develop a provincial information program, including video, pamphlets, summer institutes, regional meetings for parents, community groups and educators • Work with universities for training and re-training • Support district programs • Support efforts of provincially planned inservice activities through EAC • Articulate with universities and College of Teachers regarding certification • Directly fund specific inservice activities of provincial organizations • Consult with Independent Schools

Fall 1990	1991/92	1992/93	1993/94
• Develop provincial information/professional preparation program • Intermediate Program materials available for field study and pilot orientation • New report and permanent record cards available for optional use	• Revised curriculum and assessment materials for Intermediate Program available for optional use in schools	• Required use of first 3 years of Intermediate Program • Optional use of next 4 years of Intermediate Program	• Required use of full Intermediate Program • New report and permanent record cards required

SCHOOLS	DISTRICTS	PROVINCIAL ORGANIZATIONS
• Determine Primary Program transition needs • Apply and use appropriate software for student records • Determine staffing and resources needed • Implement student record policy • Develop school policy • Counsel students regarding Graduation Program	• State operational policies • Determine staffing budget • Determine space needs • Set district policy regarding student records • State district policy • Plan the organization and delivery of in-service education and training at local and district level	• Collaborate in the planning, organization and delivery of inservice education and training at local and provincial levels through EAC
• Interpret and apply district and Ministry policy • Develop plan to ensure professional readiness for integrated program delivery • Develop appropriate strategies to ensure learner-driven classroom programs • Participate in selection of resources	• Develop district policy • Assist schools in readiness activities • Develop appeal procedures • Establish procedure to select appropriate resources to complement program needs	
• Develop comprehensive plan of action for all staff • Inservice for benchmarks and assessment • Follow-up activities to report cards and interpretation to parents • Implement new report cards and permanent record cards • Review report card format to determine any need for local modification	• Develop policy procedures • Establish benchmarks and assessment items for learning outcomes • Review report card format to determine any need for local modifications	
• Participate in wide range of activities to prepare to implement Intermediate Program • Help trainees and new teachers understand Primary Program • Help trainees and new teachers understand Intermediate Program • Plan follow-up activities for staff training • Sponsor community information sessions and parent information sessions	• Implementation planning • Planning and resource allocation for professional preparation at district level • Assist professionals to attend implementation activities, and by agreement allocate non-instructional days for district in support of new initiatives • Sponsor community information sessions and parent information sessions • Provide feedback and direction to universities on quality of new teachers • Use exam results, other assessments and surveys to review implementation • Provide sponsor teacher support to trainees	

GRADUATION PROGRAM (See pp. 14-15 of POLICY DIRECTIONS)

GOAL	TIMELINE	Spring 89	Fall 89
Reinforce the goals of education as reflected in the *Mandate Statement*, and expand the range of choices available to students. Assist each learner to approach the "educated citizen" ideal to the maximum extent possible.		• Steering Committee and Working Group appointed	• Exam weighting changed to 40% • Scholarship exam on fixed scales

MAJOR COMPONENTS	MINISTRY TASKS/STEERING COMMITTEES/WORKING GROUPS
ORGANIZATIONAL FACTORS • Graduation Program • Entry • Staffing • Facilities • Business, labour and community links • Different models for graduation • Student record system • Policies for credentialling	• Set provincial policy in consultation with EAC • Set graduation requirements for Graduation Program • Set policy regarding entry • Review staffing funding in Fiscal Framework • Liaison with Ministry of Advanced Education and Job Training regarding facilities • Set general guidelines for business and community liaisons • Funding for computer and general direction for student record system
PROGRAM • Nature of program • Common curriculum/electives • Resources	• Set provincial policy with EAC • Develop documents • Select authorized and recommended resource materials to meet wide range of needs
ASSESSMENT • Provincial exams and scholarships • Report cards and permanent record cards • Item banking	• Develop overall assessment policy for program • Establish benchmarks and appropriate assessment processes • Provide materials in support of sound assessment practices • Develop report cards and permanent record cards • Broaden scope of exams to reflect new graduation requirements • Connect exams to graduation requirements • Set performance standards for scholarship examinations
IMPLEMENTATION • Professional preparation for program • Information to community and pupils • Universities	• Develop a provincial information program including video, pamphlets, summer institutes, regional meetings • Work with universities for training and re-training of teachers • Support district programs • Assist to develop video and pamphlets and hold sessions for implementation leaders to present to community and pupils • Articulate entry to further training/world of work • Consult with Independent Schools • Collect follow-up information on graduates

Spring 1990	Fall 1990	1991/92	1992/93	1993/94
• Graduation requirements finalized • New program and exam guidelines announced • EAC review of draft	• Implementation of new program and exam guidelines and graduation requirements begins • Draft report and permanent record cards available for optional district use	• Continued introduction of new program	• Continued introduction of new program	• Full program in place • New report and permanent record cards required

SCHOOL PERSONNEL	SCHOOL BOARDS/DISTRICT OFFICIALS	PROVINCIAL ORGANIZATIONS
• Determine entry needs and requirements • Select appropriate application software for business and community liaison and for student records system • Participate in district consultation processes • Counsel students regarding Graduation Program • Determine structure and program offerings • Apply district entry policies • Determine staffing needs • Plan for business/community involvement, and oversee student/business placements • Implement new student record policy	• State operational policy • Plan programs to enable students to meet graduation requirements • Develop policy regarding movement into Graduation Program • Develop local policy on staffing • Set policy on district facility use • Set district student record policy • Plan for business/community involvement • Establish district policies regarding computer software and systems	• Plan the organization and delivery of inservice education and other strategies at local and provincial levels
• Review program direction and participate in selection of resources	• Establish local guidelines on programs • Establish procedures to select appropriate resources	
• Follow-up activities and interpretation to parents • Implement assessment procedures and selected materials for exams and scholarships • Implement report and permanent record cards	• Implement any policies needed at district level to support provincial exams and scholarships • Plan for ongoing communication of program results • Encourage/facilitate local adoption of report and permanent record cards	
• Participate in wide range of activities to help professionals prepare to implement the new initiatives • Plan follow-up activities for staff training • In cooperation with district level, sponsor community information sessions and parent information sessions • Utilize provincial organizations to assist in implementation process	• Implementation planning • Planning and allocation of resources for professional preparation at district level • Assist professionals to attend implementation activities, and by agreement allocate non-instructional days for district in support of new initiatives • Provide sponsor teacher support • Sponsor community information sessions and parent information sessions • Provide feedback and direction to universities on quality of new teachers • Use exam results, other assessments and surveys to review implementation • Utilize provincial organizations to assist in implementation process	• College of Teachers to discuss certification procedures

ACCOUNTABILITY (See pp. 15-16 of POLICY DIRECTIONS)

GOAL	TIMELINE	Spring 1989	Fall 1989
Provide the local community and the public at large with information describing the progress of schools in relation to the Goals of Education. Assist schools, districts and the Ministry to plan and implement change.		• B.C. indicators report/booklet produced • Funding support of data systems	• Demonstration projects for elementary accreditation in place • Plans for development of reporting systems

MAJOR COMPONENTS	MINISTRY TASKS/STEERING COMMITTEES/WORKING GROUPS
PROGRAM OVERVIEW	• Report to EPAC
SECONDARY ACCREDITATION • Produce revised booklet focusing on learners (6 year schedule) • Create a booklet to reflect: ✓ Graduation Program ✓ Curriculum organized around Humanities, Sciences, Fine Arts and Practical Arts. ✓ Intermediate Program	1989-90 • Produce booklet, hold workshops • Place funding for accreditation in Fiscal Framework • Place funding for school improvement plans in Fiscal Framework • Develop schedule for accreditations • Review quality and effect of school improvement plans 1990-92 • Prepare booklet • Conduct training sessions for teams and school principals • Provide data on student performance • Revise process to reflect Intermediate and Graduation Programs
ELEMENTARY ACCREDITATION • Produce a booklet focused on learner • Conduct pilot in 10 schools (88/89) • Conduct pilot in 40 schools (89/90) • Implement 6 year schedule (90/91) • Revise booklet to cover Primary Program • Revise booklet to relate to first part of Intermediate Program organized around Sciences, Humanities, Fine Arts and Practical Arts	1988-91 • Produce booklet • Manage pilot programs • Place funding for accreditation visits in Fiscal Framework • Place funding for schools improvement plans in Fiscal Framework • Develop schedule for accreditations • Review quality and effect of school improvement plans • Conduct training sessions for teams and school principals • Provide data on student performance • Revise process to reflect Intermediate and Graduation Programs
MINISTRY REPORT • Annual Report • B.C. Education Indicators • Education Facts • International comparisons • Report on teacher turnover by province and school district	1988-91 • Will produce reports on time • Focus on goals and attributes • In addition to intellectual outcomes, add information about learning objectives for Primary, Intermediate, and Graduation Programs • Produce first book of B.C. Education Indicators goals and attributes • Plan for continued revision and improvement • Shift to include goals and attributes as well as costs • Continue to participate in international comparisons
DISTRICT REPORTS • Report to taxpayers and parents • Report for professional staff	Commence 1989-90 • Will provide data about school district achievement of goals and attributes using key indicators • Will assist demonstration projects to develop products and processes

Fall 1990

- Revised secondary accreditation program in place
- Technical support for outcome monitoring available to districts
- Basic student data system in place
- Develop key indicators of student performance

- Revised elementary accreditation program in place
- School district Annual Reports published
- Key indicators of student performance available

SCHOOL PERSONNEL	SCHOOL BOARDS/DISTRICT OFFICIALS	PROVINCIAL ORGANIZATIONS
• Familiarize themselves with process • Assemble data on student performance • Ensure self-studies are prepared • Take part on accreditation teams • Collect data on student performance • Ensure improvement plans are implemented	• Ensure schools are accredited on schedule and improvement plans implemented • Take part on visiting accreditation teams • Pay for visiting accreditation teams • Feedback	• Plan the organization and delivery of inservice education at local and provincial levels • EAC discussion regarding accountability process
• Prepare self-studies • Collect data about student performance • Develop school improvement plans and implement	• Assist schools to participate in voluntary accreditation process • Take part on visiting accreditation teams • Pay for visiting accreditation teams • Feedback	
• Use reports as a guide to school improvement consistent with mission, goals and attributes	• Provide data as required • Use reports as a guide for planning	
• Use reports as a guide to plan and manage	• Assemble required data; produce Annual Reports focused on goals and attributes and which include follow-up actions; also include public reaction to report, and reflect in planning process • Devise procedures which ensure appropriate involvement of staff, parents, pupils and the community • Make district Annual Reports available to these communities; copy of annual report to Minister • Use reports to plan and manage	➡ Continued ➡

ACCOUNTABILITY (Continued)

MAJOR COMPONENTS	MINISTRY TASKS/STEERING COMMITTEES/WORKING GROUPS
SCHOOL REPORTS • Prepare information files to assist schools	Commence 1989-90 • Provide data to each school • Assist schools with purchase of computer hardware and software to manage required information and which can also generate required information • Provide assessment tools to broaden existing set of tests
RESEARCH PROGRAM • Data collection and reporting system • Research work toward new Policy Directions agenda	• Commencing 1989-90 , research to deal with: ✓ teacher supply, turnover and demand; ✓ student retention: by district, by ethnic group, by gender; ✓ student performance based on key indicators; ✓ follow up of students who leave the school system • Gender equity and multiculturalism issues to be incorporated into overall research plan • Support location of International Education Assessment mathematics study at UBC • Commence a research grant program focussed on key topics such as 1. Primary Program; 2. specification of learning outcomes; and 3. item banking • Introduce student-based information system to support RC working plan (e.g., Primary Program): 1. for Sept. 1989 district may: submit student level data; OR submit base enrolment information and follow up with student level data by Feb. 1, 1990 2. student outcome data and stated intentions of school leavers beginning in Sept. 1990

SCHOOL PERSONNEL	SCHOOL BOARDS/DISTRICT OFFICIALS	PROVINCIAL ORGANIZATIONS
• Produce and distribute reports to school communities • Devise plans to improve school's ability to reach students, based on reports	• Board guideline and policies on school reports • Ensure reports are produced • Ensure that schools take appropriate action in reponse to reports	
• Participate in collaborative research projects • In 1989/90, report basic demographic and enrolment data about each student • Ensure school-based administrative systems meet reporting requirements of student progress monitoring	• Facilitate research projects in districts • In 1989/90, confirm demographic and enrolment data reported by schools • Ensure school-based administrative systems meet requirements of student progress monitoring	

TEACHING PROFESSION (See pp. 16-17 of POLICY DIRECTIONS)

GOAL

Reinforce the position that teaching is a worthy profession that is accorded respect and support. Recognize excellence in teaching. Increase the supply of qualified teachers.

TIMELINE Spring 1989

- Guidelines established for loan programs, teacher awards, rural teacher education fund, and innovative teacher education programs
- Teacher education funding review

MAJOR COMPONENTS	MINISTRY TASKS
ORGANIZATIONAL FACTORS • Status of teaching • Teacher awards • Teacher education programs • Forgiveable loan program • Rural teacher education fund • College of Teachers: follow-up	**Status of Teaching** • General discussion with EAC on status of teaching profession and long-term plan for inservice education and training (Fall 1989) • Discussions to be held with the College of Teachers, BCTF and other groups to clarify role of these organizations with respect to individual professional development of teachers • Develop communication plan **Awards** • Confer and recommend plans to stakeholders (Spring 1989) • Ministry-initiated advisory committee (public and independent schools) develops criteria (Fall 1989) • Materials developed (Fall 1989) • Awards made (Spring 1990) **Teacher Education Program—Increase Supply** • Ministry identifies priorities (March 1989) • Faculty proposals covering 1989-90 and 1990-91 (April 1989) • Due attention to placement and supervision of student teachers and collaboration with school districts • Ministry of Advanced Education and Ministry of Education decide allocations (May 1989) • Funds provided to universities (June 1989) **Forgiveable Loan Program** • List of qualifying districts (Spring 1989) • Ministries of Education and Advanced Education publish program guidelines (June 1989) • Program implementation (1989/90 school year) • Loan repayments made (June 1990) **Rural Teacher Education Fund** • Ministry of Education establishes list of qualifying districts (May 1, 1989) • Call for consortia proposals (June 1, 1989 to cover 1989-90 and 1990-91 years) (May 1989) • Allocations approved by Ministry of Education and Ministry of Advanced Education (June 1989) **Government Communication to College** • Ministry to request College to consider government *Policy Directions* dealing with admission qualifications and for continuing certification

Fall 1989

- Establishment of committee to develop materials and criteria for awards
- EAC review of status of teaching; long term plan for inservice education and training

Spring 1990

- Awards given to outstanding educators

SCHOOL PERSONNEL	SCHOOL BOARDS/DISTRICT OFFICIALS	PROVINCIAL ORGANIZATIONS
• Assist first year teachers in transition to professional life • Encourage able students to seriously consider teaching as a career by pointing out positive aspects and rewards	• Encourage schools and teachers to accept student teachers • Ensure teachers and recruits in rural areas understand loan options • Work with colleges and universities to develop consortive proposals, and if approved, assist in delivery • Coordinate first year teaching assignments to enhance transition to professional life • Assist first year teachers in transition to professional life • Assist efforts by teachers to encourage able students to seriously consider teaching as a career by pointing out positive aspects and rewards • Support the planning and coordination of professional training of prospective teachers	• Plan the organization and delivery of inservice education at local and provincial levels through EAC • Develop long-term plan for education and inservice training • Assist efforts by teachers to encourage able students to seriously consider teaching as a career by pointing out positive aspect and rewards

INDIAN EDUCATION (See p. 21 of POLICY DIRECTIONS)

GOAL

Increase the relevance and responsiveness of the school system to Native Indian students. Increase awareness of Native Indian culture among all students. Help to ensure that First Nations children retain and preserve their linguistic and cultural heritage. Help to ensure parity of achievement for Native Indian students in the public school system.

TIMELINE

Spring 1989	Fall 1989
• Curriculum/ Assessment coordination begins	• Indian Education Advisory Committee in place at district level • Indian language and culture grants available • Special education funding changed

MAJOR COMPONENTS	MINISTRY TASKS
ORGANIZATIONAL FACTORS • Develop policies • Develop a long-term plan for Indian education • Fund special grants for the development of language and culture programs • Provide increased funding to districts • Develop new programs to increase the awareness of all students about First Nations history and culture	1989-1990 • Continue consultation with Indian Education Advisory Committee • Develop a long-term action plan for Indian education • Guidelines developed for local agreements, including language and cultural development • Increase funding for special education services to Indian students • Become involved in Ministry curriculum initiatives • Ask College of Teachers to review cultural awareness training for teachers • Establish review committee for new Native Studies curriculum and determine appropriate counselling needs of native students • Ongoing infusion of Native history and culture into provincial curriculum 1990-1991 • Develop a student level data collection • Provincial examination and assessments will be reviewed for cultural bias • Establish a clearing-house for locally developed Indian education curriculum resource materials • Develop a generic language model 1991-1992 • Review the Master Tuition Agreement • Accredit Indian language courses • Response draft of new Native Studies program distributed to field • Appropriate resource materials identified 1992-1993 • New Native Studies course implemented 1993-2000 • Ongoing implementation of long-term plan for Indian education

	Spring 1990	Fall 1990	1991
• Indian education long-term plan developed • Ensure ongoing infusion of native history and culture into provincial curriculum	• Establish review committee of new Native Studies curriculum	• Policies on Indian language requirements phased in • Develop student level data collection • Culture awareness training for teachers	• Review Master Tuition Agreement • Accredit Indian language courses • Native Studies curriculum implemented

SCHOOL PERSONNEL	SCHOOL BOARDS/DISTRICT OFFICIALS	PROVINCIAL ORGANIZATIONS
• Become involved in culture awareness training • Use, when appropriate, locally developed Indian education curriculum resource materials • Review classroom practices and increase awareness of all students about First Nations history and culture • Review school practices • Increase staff/student awareness of First Nations history and culture • Become involved in culture awareness training and activities • Review results of Indian students on evaluations and develop action plans	• Review district practices and policies • Encourage the development of new programs to increase the awareness of all students about First Nations history and culture • Reallocate resources • Where there is local agreement, establish contracts with Bands and Councils • Establish Advisory Committees to develop/review district policies	Indian Education Advisory Committee: • Assist in the planning and delivery of inservice education at local and provincial levels • Assist in policy development and long-term planning

SCHOOL DISTRICT GOVERNANCE (See pp. 21-22 of POLICY DIRECTIONS)

GOAL

Continue to assist and improve existing school district governance. Increase the involvement of parents.

TIMELINE Spring 1989

- Develop conflict of interest legislation as part of the new *School Act*

MAJOR COMPONENTS	MINISTRY TASKS
ORGANIZATIONAL FACTORS • Parent and Community Advisory Committees • Conflict of interest legislation developed • Implementation training for rural trustees and staff	• Identify and publicize successful models of Advisory Committees • Develop, in consultation with stakeholders, plans regarding implementation training for trustees and district staff, especially in rural districts (Spring 1989)

Fall 1989

- Develop policies for implementation training for rural trustees and district staff
- Finalize district policies for Parent Advisory Committees; publicize successful models

SCHOOL PERSONNEL	SCHOOL BOARDS/DISTRICT OFFICIALS	PROVINCIAL ORGANIZATIONS
• Forge new partnership with parent community and facilitate establishment of Parent Advisory Committees • Share successes with colleagues both formally and informally • Work with administrators to coordinate messages to parents and community	• Create Parent Advisory Committees as outlined in the new *Act* • Share successes with colleagues, both formally and informally • Work with administrators and school personnel to coordinate messages to parents and community • Develop policies for the regular evaluation of exempt employees	• Plan the implementation and assist in the delivery of new policies and guidelines for Parent Advisory Committees • Plan the organization and assist in the delivery of implementation training programs for trustees and administrators, especially in rural areas • Plan awareness activities related to implementation of new *School Act*

GENDER EQUITY (See p. 23 of POLICY DIRECTIONS)

GOAL

Achieve gender equity in curriculum and learning materials. Achieve equity in policies and practices in the education system.

TIMELINE Spring 1989

- Planning begins
- Check policies to guide review of learning materials

MAJOR COMPONENTS	MINISTRY TASKS
ORGANIZATIONAL FACTORS • Curriculum and learning materials • Hiring/promotion practices • Leadership programs	**Curriculum and learning materials** • Update procedures to review prospective learning materials (Spring 1989); provide policies and guidelines for publishers • Develop student information about non-traditional career opportunities (Fall 1989) • Develop a plan to provide assistance to school boards to review non-fiction library holdings **Hiring/promotion practices** • Develop materials which will encourage districts to increase the ratio of female to male counsellors (Fall 1989) • Review hiring and promotional practices for gender bias; develop guidelines • Monitor and report gender-related data (ongoing yearly) • Encourage Boards and provide assistance to redress problems of gender equity through innovative projects **Leadership programs** • Set up bursary programs for encouraging female leadership skills (policy development, Fall 1989) • Distribute bursaries (Spring 1990) **Annual Report** • Monitor and report gender-related data in the Annual Report

Fall 1989

- Prepare information packages for districts
- Work with curriculum committees
- Review hiring practices
- Bursary program

Spring 1990

- Develop guidelines for staffing
- Distribute bursaries

SCHOOL PERSONNEL	SCHOOL BOARDS/DISTRICT OFFICIALS	PROVINCIAL ORGANIZATIONS
• Review staffing allocations to ensure gender equity • Review student management procedures to ensure gender equity • Become more informed regarding non-traditional career options • Review teaching practices to ensure they are gender equitable • Review non-fiction library materials and acquisitions for gender bias	• Review hiring and promotion practices • Establish hiring and promotion practices which ensure gender equity • Examine female to male ratio of counsellors, school and district administrators, and teachers by grade and subject • Monitor and report gender-related data in the annual report • Review non-fiction library and acquisitions for gender bias • Adjust expenditures to reinforce initiatives	• Plan and assist delivery of programs at local and provincial levels • Develop programs to reinforce initiatives

ESL/MULTICULTURALISM (See pp. 23-24 of POLICY DIRECTIONS)

GOAL

Curriculum and programs will respond to growing cultural diversity of learners. Cultural understanding and respect among students will be promoted. All students will understand the values of their cultural heritage and be prepared to contribute to Canadian society.

TIMELINE Spring 1989

- Seek increased ESL funding from federal government

MAJOR COMPONENTS	MINISTRY TASKS
ORGANIZATIONAL FACTORS • Policy development • Curriculum resources • ESL • Heritage Languages	**Policy development** • Establish a multicultural education policy (Fall 1989) • Review hiring and promotional practices (Fall 1989) • Develop coordinated approach with other Ministries in dealing with youth gang problem • Develop guidelines for staffing in terms of multicultural balance (Fall 1989) • Develop plan to provide assistance to school boards to review non-fictional library holdings **Curriculum resources** • Begin to review prospective teaching materials and assessment practices (Spring 1989) • Circulate information about exemplary multicultural and race relations school policies and programs at school and district level (Fall 1989) • Ensure multicultural topics included in common curriculum (1989-1996) **ESL** • Seek increased ESL federal funding (Spring 1989) **Heritage Languages** • Establish Heritage Language projects (Spring 1990)

Fall 1989	Spring 1990	Fall 1990
• Establish policy • Work with curriculum committees • Develop guidelines for staffing	• Establish Heritage Language projects	• Begin Heritage Language projects

SCHOOL PERSONNEL	SCHOOL BOARDS/DISTRICT OFFICIALS	PROVINCIAL ORGANIZATIONS
• Become involved in inservice opportunities • Incorporate multicultural and race relation ideas in classroom programs • Develop school policies regarding multiculturalism and race relations education • Review school practices • Share information regarding exemplary programs with colleagues	• Develop district policies regarding multiculturalism and race relations programs • Review hiring and promotion practices for teaching and non-teaching staff • Support innovative projects in district	• Plan and assist delivery of programs at local and provincial levels

SUPPORT SERVICES TO CHILDREN (See p. 22 of POLICY DIRECTIONS)

GOAL

Students will be assisted to attain their maximum potential by receiving supportive services, as necessary, to assist in their education through the efforts of the appropriate Ministry.

TIMELINE Spring/Summer 1989

- Protocols developed with other Ministries

MAJOR COMPONENTS	MINISTRY TASKS
ORGANIZATIONAL FACTORS • Develop protocols • Expand programs of Ministry of Health and Ministry of Social Services and Housing for school support, contingent on available resources and qualified personnel • Additional resources for Ministry of Education as required by protocols, contingent on available resources and qualified personnel • Develop resources for curricular adaptations for special needs students	• Develop and finalize protocols • Share draft protocols with stakeholders • Where necessary, finalize plan for revision of Fiscal Framework and grant programs • Prioritize requests and finalize allocations with Ministry of Health, Ministry of Social Services and Housing, and Solicitor-General, contingent on available resources and qualified personnel • Include curricular adaptations for special needs in all new curriculum documents

Fall 1989	Spring 1989	Fall 1990
• EAC update • Ongoing work with curriculum committees • Full day first year programs for special needs children	• Plan to revise Fiscal Framework	• District and regional inter-Ministry committees established

SCHOOL PERSONNEL	SCHOOL BOARDS/DISTRICT OFFICIALS	PROVINCIAL ORGANIZATIONS
• Review classroom practices • Assess special needs of students, and program assistance required • Develop school policies regarding special education needs • Coordinate provision of school-based services	• Develop policies and procedures to ensure coordination and delivery of special needs services to students in district • Review needs • Coordinate inservice to increase general awareness and develop enhanced skills • Establish district and regional inter-Ministry committee	• Plan the organization and delivery of inservice education at local and provincial levels • Ensure articulation with district initiatives and programs • Review direct services provided by provincial groups

FUNDING AND TAXATION (See pp. 24-25 of POLICY DIRECTIONS)

GOAL

Funding and taxation policies will be fair and equitable and will be consistent with funding for colleges and universities. School facilities will reflect the changing requirements of the learning environment.

TIMELINE Spring 1989

- Provincial sharing level announced
- Capital funding program announced

MAJOR COMPONENTS	MINISTRY TASKS
ORGANIZATIONAL FACTORS • Funding system • Capital funding program • Taxation system	**1989-1990 Fiscal Year** • Work with Ministry of Finance to ensure that proposed funding system is equitable and consistent with funding for colleges and universities • Continue to ensure taxation system reflects equity and fairness • Continue use of funding formula to determine shareable operating amount • Retain present Home Owner Grant system • Remain with present residential property tax system and equalization formula • Work on 5 year facilities management process; allocate year 1 of the capital program **Long-term, beginning 1990-1991** • Examine ways to bring about closer relationship between level of taxes paid and ability to pay • Explore possibility of using sources other than residential taxes to pay for Shareable Operating Budget—Boards would continue to access residential taxes for supplementary amounts • Examine further the concept of tax credits or the concept of tax surcharge rather than Home Owner Grant • Examine ways to equalize ability of boards to raise supplementary amounts

Fall 1989

- EAC review of education finance policies
- Government reviews funding and taxation policies

1990/91

- Improvements to taxation system introduced if necessary
- Improvements to funding system introduced if necessary

SCHOOL BOARDS/DISTRICT OFFICIALS	PROVINCIAL ORGANIZATIONS
• Implement 5-year facilities management process • Participate in consultation with Ministry	• Propose practical alternatives to present rules • Advise Minister on finance and taxation issues

HOME SCHOOLING (See p. 20 of POLICY DIRECTIONS)

GOAL

Home schoolers will be involved in sound educational activities with the assistance of public, independent, and regional correspondence schools.

TIMELINE

Spring 1989

- Legislation prepared
- Consult with field
- Develop policy
- Develop data collection procedures
- Brief field and inform public

MAJOR COMPONENTS

ORGANIZATIONAL FACTORS

- All students register with appropriate school
- Non-registered students may be reported under new *Act*
- Educational services available on request
- .25 FTE funding to district of registering school or .25 FTE funding of independent school's per pupil grant

MINISTRY TASKS

Consultation Activities

- Field consultation by Education Liaison Branch
- Field consultation by Independent Schools Branch
- Identify Ministry requirements (March 30, 1989)
- Develop necessary data collection requirements and procedures (April 1, 1989)

Field Briefing

- Advise districts of requirements (April 30, 1989)
- Advise independent schools of requirements (April 30, 1989)

Publicity/Advertising

- Develop information package for parents

COMPLETED

Fall 1989

- New policies and procedures in place

SCHOOL PERSONNEL	SCHOOL BOARDS/DISTRICT OFFICIALS	PROVINCIAL ORGANIZATIONS
• Participate in discussions to determine how required support will be offered to home schooling parents • Develop administrative procedures, in consultation with district officials, teachers and interested parents and/or community members, for home-schooled students • Develop communication plan in consultation with district staff and parents	• Develop district policies and procedures • Develop and implement communication plan which stresses benefits of cooperation and involvement • Districts advertise in papers/radio to alert all home school students that they must register - where and how	

INDEPENDENT SCHOOLS (See pp. 18-20 of POLICY DIRECTIONS)

GOAL

Parents will have the opportunity to exercise their right to enrol their children in an independent school.

TIMELINE Spring 1989

- Legislation drafted: policies developed
- Prepare revisions to teacher certification guidelines

MAJOR COMPONENTS	MINISTRY TASKS
ORGANIZATIONAL FACTORS • All schools register with Ministry • Provide data as required by Ministry • Access to authorized provincial learning resources • New funding categories	• Prepare new *Act* and *Regulations* (March 1989) • Continue consultation process (ongoing) • Finalize new classification system (March 1989) • Establish registration policies and procedures (March 1989) • Develop necessary forms (August 1989) • Review bonding procedures (May 1989) • Develop monitoring and evaluation process (Sept 1989) • Establish student records depository (Sept 1989) • Prepare information for field (Sept 1989) • Prepare revisions to teacher certification guidelines (April 1989) • Prepare procedures for registration of home schoolers

COMPLETED

Fall 1989

- New policies and procedures in place
- Develop monitoring and evaluation process
- Establish student record depository

- Independent Schools Branch to develop, in consultation with the Federation of Independent School Associations, policies regarding new requirements

COMMUNICATIONS

GOAL	TIMELINE	Fall 1989
Public understanding of the quality of educational service will be improved and public willingness to support it will be reinforced.		Prepare communication strategy and establish communication processes and activities in consultation with stakeholder groups. The objective will be to build effective communications between stakeholders and with the public at large about the positive activities taking place in the school system

MAJOR COMPONENTS	MINISTRY TASKS/PROVINCIAL ORGANIZATIONS
ORGANIZATIONAL FACTORS • Audience • Tools • Themes • Major communicators	• Begin development of joint communication plan, including goals and purposes • Identify audience: e.g., public, teachers, parents, principals, district staff, trustees, business, labour, students, Native Indians and seniors • Develop themes: e.g., focus on the learner, planning for the 21st century, cooperation and consultation, commitment and systematic planning • Select tools: e.g., circulars, newsletters, newspapers, television, letters, conferences, meetings and community events • Identify communicators: provincial education leaders, business and labour community, provincial organization staff and committees, local leaders and staff • Ensure effective communication within the Ministry and other provincial organizations • Develop communications process between stakeholder groups

Spring 1990

- Develop processes for two-way communication between Ministry and other groups
- Establish network to share and recognize successes
- Monitor effectiveness of communication processes and activities at all levels of the system

- Continue to involve and consult with stakeholders in the adjustment of the communication plan
- Start planning of 1990-91 activities in cooperation with stakeholders

Fall 1990

Implementation of 1990-91 communication activities in cooperation with stakeholders

SCHOOL PERSONNEL	SCHOOL BOARDS	PROVINCIAL ORGANIZATIONS
• Prepare school communication plan with support and assistance from the Educational Innovation Department, Ministry of Education • Assist in development and implementation of a provincial support network	• Prepare district communication plan with support and assistance from the Educational Innovation Department, Ministry of Education • Assist in development and implementation of a provincial support network	• Prepare province-wide communication plans that will enhance networking capabilities and provide encouragement for the identification of accomplishments and recognition of successes • Work with other stakeholders in identifying concerns and information needs that can be addressed through the stakeholder bulletin and other publications • Emphasize the importance of two-way communication between the Ministry and stakeholder groups